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ABSTRACT

"The Now and the Future," a unit that integrates career development into existing eighth and ninth grade language arts programs, was revised to reduce sex-role stereotyping in career exploration experiences and was implemented in 24 schools. This project performance report describes the major activities involved in revising the curriculum materials and implementing the changes. Activities are divided into five categories: materials preparation, inservice preparation and delivery, unit implementation, evaluation, and dissemination. Changes and major problems that arose during the project are also discussed. A breakdown of project participants, sample teacher's guide materials, and a "Sex-Fair Treatment Checklist" used to revise the unit materials are included. (GW)

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ED151793

A QUALITATIVE INCREMENTAL IMPROVEMENT TO REDUCE SEX ROLE STEREOTYPING ON THE CAREER CHOICES OF JUNIOR HIGH STUDENTS

Final Project Performance Report

November, 1977

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U.S. Office of Education
Grant and Procurement Management Division
Occupational and Adult Education Branch
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CAREER EDUCATION PROGRAM
PROJECT PERFORMANCE REPORTS

FORM APPROVED
OMB NO. 51-R1187

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FROM (month, day, year)	TO (month, day, year)
8/9/76	8/9/77

6. CATEGORY OF PROJECT *(as specified in 45 CFR 160d.3 and 160d.11)*

☒ INCREMENTAL ☐ SETTINGS ☐ POPULATIONS ☐ TRAINING ☐ COMMUNICATIONS ☐ STATE PLAN

7. NAME OF PROJECT DIRECTOR
DR. ROBERT E. BLUM

8. NAME AND ADDRESS OF GRANTEE/ASSISTANCE CONTRACTOR INSTITUTION
Jefferson County Public Schools, District R-1
1209 Quail Street
Lakewood, Colorado 80215

TELEPHONE

AREA CODE	NUMBER
303	234-7000 Ext. 369

INTRODUCTION

This information is submitted in compliance with the U.S. Office of Education guidelines regarding Final Project Performance Reports for projects funded under Sections 402 and 406 of Public Law 93-380 (Fiscal Year 1976).

In addition to the printed sections of this report, a slide/tape presentation is included as part of the Final Report package in accordance with the dissemination objective set forth in the original project proposal.

The Now and the Future Teacher's Guide, unit resource materials, and the Resource Handbook (developed as a special project activity) have been submitted to Dr. Kenneth Hoyt for inclusion in the Career Education Resource Center, and do not accompany this report.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM 1976-77

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business labor industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R187

NUMBER OF PARTICIPANTS *see NOTE above* WHO ARE	RACE/ETHNICITY *(all Participants including Handicapped, Gifted and Talented, and Low Income)*						OF THE TOTAL *(column (6))* NUMBER WHO ARE			OF THE TOTAL *(column (6))* NUMBER WHO ARE			
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL *(sum of columns (1) through (5))* (6)	HANDI-CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE		FEMALE	
										Caucasion (10)	Minority (11)	Caucasion (12)	Minority (13)
STUDENTS													
ELEMENTARY *(K-6)*										6453	299	6169	277
MIDDLE/JUNIOR HIGH *(7-9)*	20	75	32	12,602	449	13,178	N/A	N/A	527				
SENIOR HIGH *(10-12)*													
2-YEAR COLLEGE													
4-YEAR COLLEGE													
ADULTS *(non-matriculated)*													
SUB-TOTAL													
EDUCATIONAL PERSONNEL													
TEACHERS				103	2	105				32		73	
COUNSELORS				65	2	67				20		47	
ADMINISTRATORS				23	1	24				24		0	
MEMBERS OF THE BUSINESS LABOR INDUSTRY COMMUNITY				No Breakdown Available		300							
PARENTS													
OTHER *(specify)* Library Media Spec.				27	1	28							
TOTAL	20	75	32	12,820	455	13,702							

OE FORM 467, 2-76

2.

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REPORT ABSTRACT

The purpose of the project was to make a qualitive, incremental improvement in the Jefferson County Schools district-wide career education program through an instructional program entitled, "The Now and The Future." A versatile unit which integrates career development into existing 8th and 9th grade language arts programs, "The Now and The Future" was revised to reduce sex-role stereotyping in career exploration experiences of junior high students and was implemented in 24 district schools.

I. Project Participants

Participants directly served by the project included over 13,000 8th and 9th grade students in the school district's language arts classes, 225 teachers, counselors, library media specialists and administrators, and more than 300 members of the local community who served as resource persons for exploration activities. The racial/ethnic breakdown of students involved in the program was: Caucasion (12,600), Hispanic (449), Asian (75), Black (32), and Native American (20). The number of male students was slightly higher (6,732) than female students (6,446). All 20 district junior high schools and 4 senior high schools (those with 9th grade classes) participated in the program.

II. Major Activities

Materials Preparation

Revisions in The Now and The Future curriculum materials were made based on teacher pilot test data and guidelines to ensure sex-fairness. The guidelines were developed by project staff and converted to a convenient, standard format, the Sex-Fair Treatment Checklist. All resource materials were purchased and/or duplicated, packaged in a kit including Teacher's Guide and resource boxes and delivered to the 24 participating schools. Resource boxes include all materials necessary to do the 104 unit activities (student worksheets, transparencies,

slide/tape presentations, posters, etc.). Films and additional worksheets were made available through the district film library and printing department, respectively.

Inservice Preparation and Delivery

An inservice program was delivered to prepare school staff members to implement the program. Teachers, counselors, library media specialists and principals expressed their needs and priorities in a written questionnaire administered early in the program and through continued communication with project staff as the program progressed. In addition to the initial school-by-school planning meetings, project staff planned and conducted five full-day workshops for school staff covering such topics as: use and management of unit resources, sex-role stereotyping in the classroom and occupations, improving self-image, and using a school staff team approach to implement the unit. One consultant from outside the school district was utilized for her expertise in the area of sex-role stereotyping, but project staff drew largely on experienced and knowledgeable school staff within the district to lead the activity-oriented workshop sessions.

Unit Implementation

School staff was involved in all aspects of unit implementation including planning the inservice sessions, choosing appropriate activities to use with their students, and expressing additional needs which arose as the project progressed. Teachers selected activities from five mini-unit areas based on the needs of their individual classes and students. Assistance was provided by project staff to accommodate special situations (providing additional materials for oversize classes, demonstrating sex-role stereotyping activities, and meeting with teachers to work out scheduling problems or the use of community resources).

Evaluation

An external evaluator was contracted to work with project staff in preparing an evaluation plan. Evaluation instruments developed by the external evaluator

included pre and post-tests to measure cognitive and attitudinal changes in students and school staff, and an Activity Use Inventory to gauge which activities were chosen and how frequently they were used by teachers. The external evaluator also conducted taped interviews with randomly selected school staff members to ascertain their views about the materials and the program.

Dissemination

Two brochures describing program objectives, materials, and activities were created by project staff and mailed to all directors of U.S. Office of Career Education funded projects and state coordinators of career education. Requests for information by other groups or individuals were answered with brochures and sample unit materials. A limited number of Teacher's Guides and resource kits have been made available for purchase by parties outside the district. A slide/tape presentation describing the program, project activities, and unit materials is available for dissemination.

III. Evaluation

An evaluation of the Jefferson County School District's "The Now and The Future" unit was conducted during the 1976-77 school year by Policy Studies in Education (PSE) of New York City. This is the first time the unit was used on a large scale with teachers and students. PSE conducted interviews with instructional staff; administered a pre/post questionnaire surveying teachers' attitudes, knowledge and practice in career education; and tested students' knowledge of concepts expressed in the 22 student objectives identified in the unit. Although the evaluation of the initial use of the unit did not show differences between experimental and control students' learning, some findings in the teacher behavior or attitudes were evidenced. Some of these are summarized below:

The unit was influencial in changing teachers attitudes concerning some issues of sex-role stereotyping and sex bias.

- Change occurred in attitudes reflecting role limitations,

e.g., "Women are suited to do certain jobs that men are not suited to do," and home/career conflicts, e.g., "A mother with young children should be able to pursue a career outside of the home."

The unit was successful in changing teaching practices

- Approximately 26% of the teachers responding to the post questionnaires used 20 or more class periods for career education instruction during 1976-77. This is an increase over the 12% who fit this category at pretest time.
- Generally, because of the unit, more teachers were emphasizing a wider variety of career education concepts than they had previously.

IV. Changes and/or Problems

Each of the major problems which arose in the project was releated either to scheduling, school staff misconceptions about the project, or some combination of both factors. Project staff successfully dealt with most of the problem areas by adjusting production priorities and schedules, acting as resource people to help school staff with individual problems, providing additional resource materials, and altering procedures which caused confusion or delays in program implementation.

V. Special or Additional Activities

1. Development of the Sex-Fair Treatment Checklist to analyze and revise unit materials and to review commercial products.
2. Development of a Resource Handbook for school staff, including a bibliography of suggested career education materials, and articles about sex-role stereotyping and changing male/female roles.
3. Activities led by project staff with 8th and 9th grade students to demonstrate techniques for doing valuing and male/female roles activities.
4. Communication of information and sharing of materials with other funded

projects, women's and men's resource groups, participants of professional conferences, and members of the education and business communities.

5. Sharing of unit activities with other district projects (Colorado Experience-Based Career Education) and programs (Teen Mothers).

MAJOR ACTIVITIES

Phase A

MATERIALS PREPARATION	Date Completed	Comments
1. Make unit revisions based on pilot test and screening data.	12/76	100% of the activities went through final general revision. All activities were screened and revised using guidelines to ensure sex-fairness.
2. Purchase necessary resource materials.	1/77	All resource materials were ordered and received.
3. Arrange for duplication of printed portions of program.	1/77	Contracts were let by 11/76 for all material to be printed outside the district. All printing and duplicating was complete by 1/77.
4. Collect all printed and other resource materials.	1/77	Complete.
5. Assemble and package materials.	1/77	Complete.
6. Deliver unit to all schools.	2/77	Complete.

SPECIAL OR ADDITIONAL ACTIVITIES

Delivering the Units to All Schools

- As described in the Semi-Annual Project Performance Report, the Schedule and Sequence of Project Activities was altered slightly because of materials printing and production delays. Figure 1 shows the original project shedule in August, 1976, Figure 2 shows the adjusted schedule in February, 1977, and Figure 3 shows the final project schedule as it resulted in August, 1977. Figures 1, 2 and 3 are found on pages 10 - 12. The unit materials, in their final form, were ready for use in the winter rather than the fall of the school year. To accommodate teachers who wished to use activities before the final unit was available, career education staff identified those teachers and provided them first with the particular activities and resources they required to begin implementing the unit. Therefore, no delays in implementation occurred because of the altered production schedule.

Schedule & Sequence of Project Activities

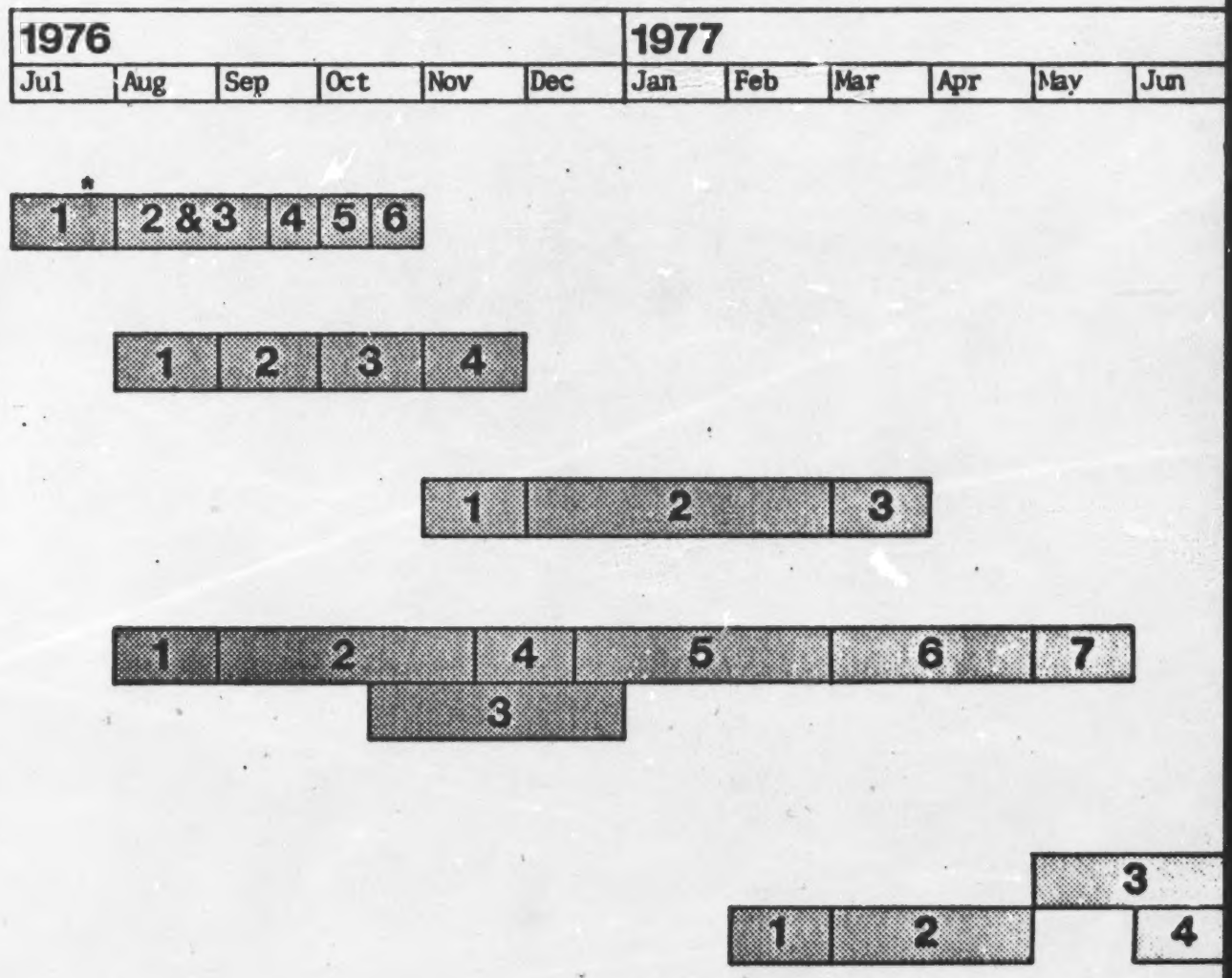

Figure 1– August, 1976

Schedule & Sequence of Project Activities

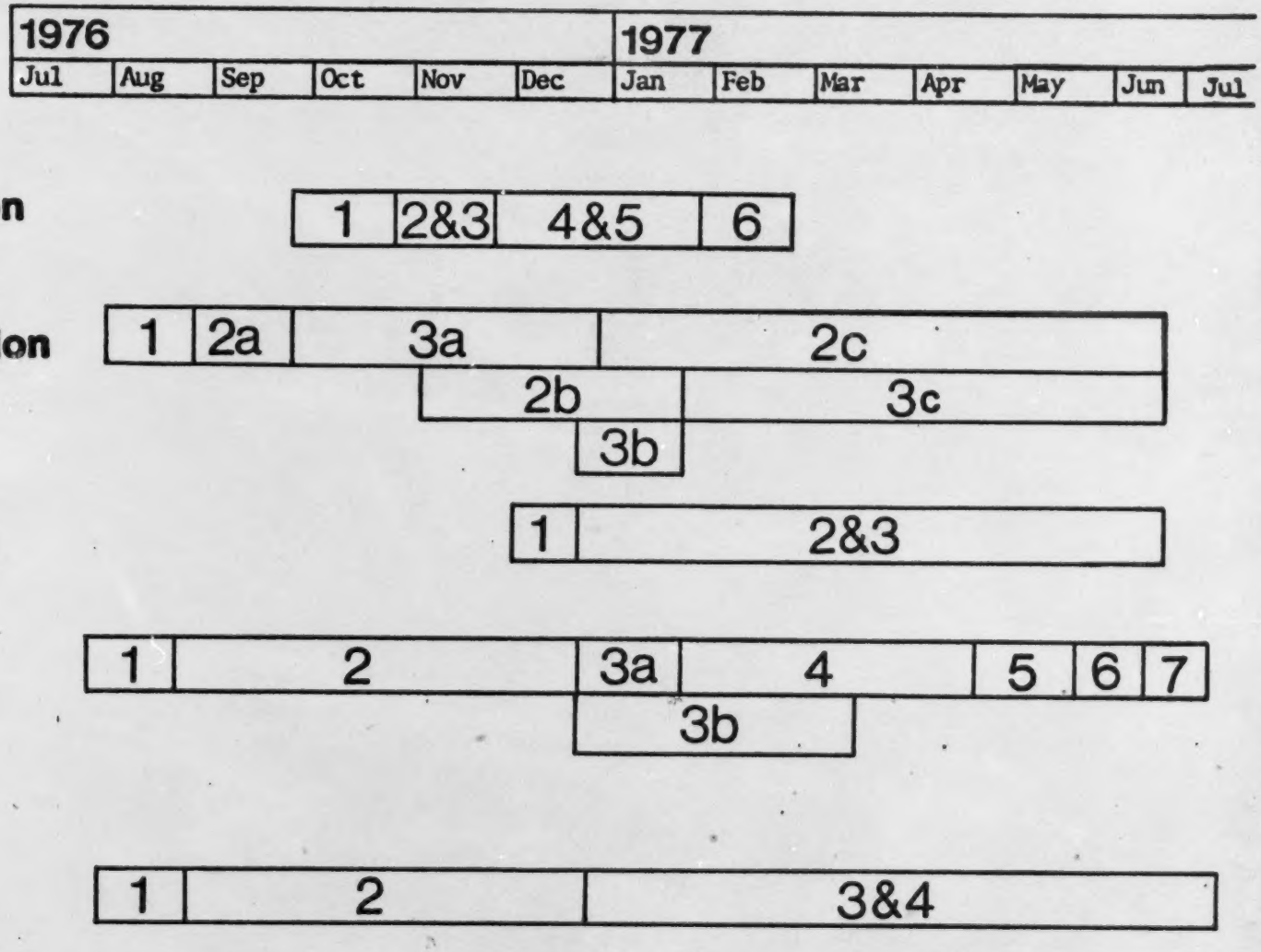

Figure 2 – February, 1977

Schedule & Sequence of Project Activities

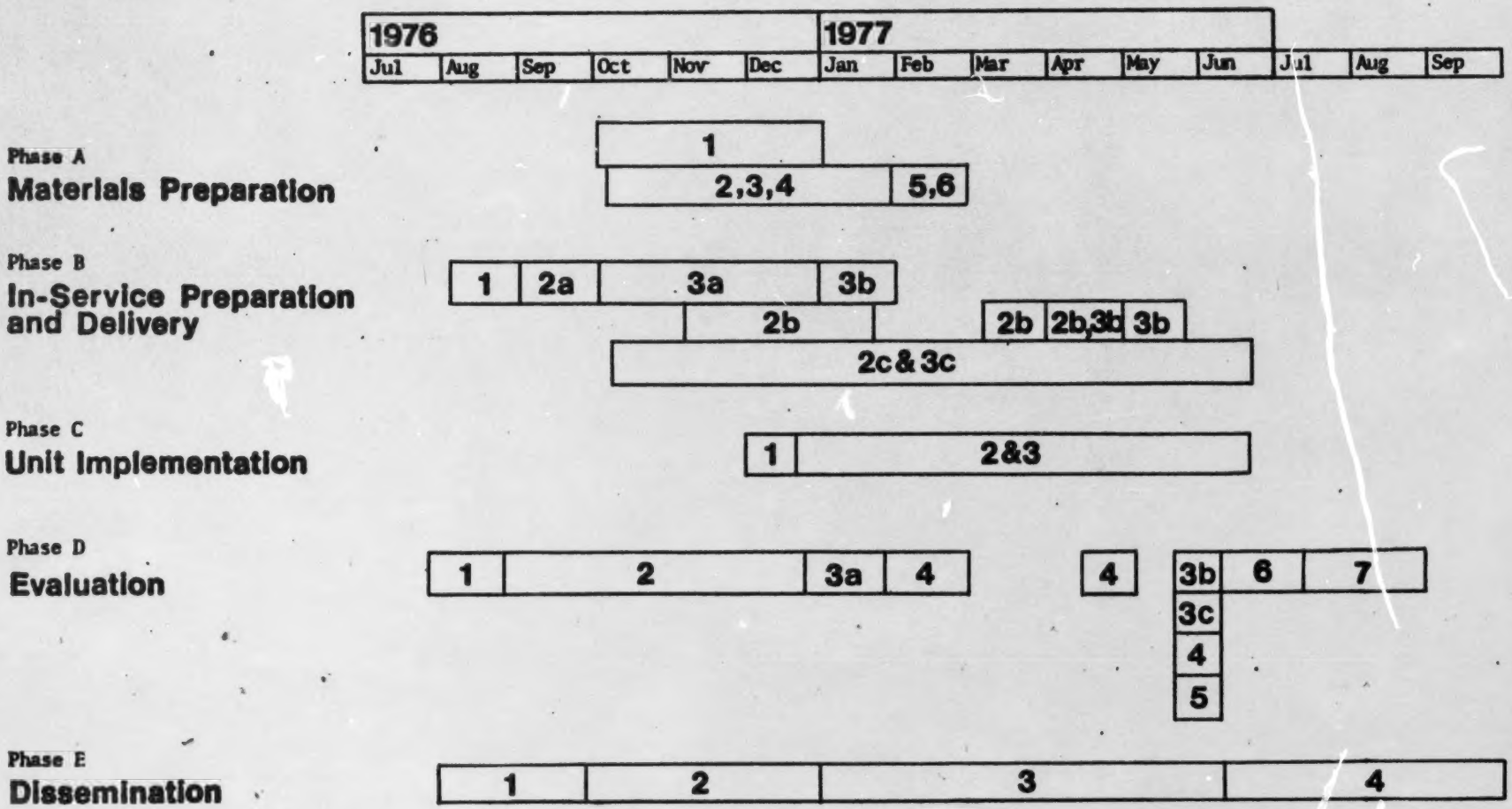

Figure 3–August, 1977

Phase B

INSERVICE PREPARATION AND DELIVERY	Date Completed	Comments
1. Identify and contact potential inservice consultants.	9/76	Potential consultants from the school district, government agencies, and other affirmative action projects were identified and contacted.
2. Plan and prepare inservice program and materials.		
a. Initial Phase--Introduction to the program	10/76	Staff planned school-by-school visitation to clarify the program and record teacher needs for future direction and inservice planning.
b. Inservice Workshops	1/77	Staff planned and developed a full-day workshop according to the results of the inservice questionnaire administered to teachers during the initial phase.
	4/77	Based on verbal feedback elicited by project staff from teacher and library media specialists, a additional full-day workshop was planned for library media specialists based on the needs expresse
	5/77	Project staff also recognized the need to involve all major school staff in the implementation of the unit. To facilitate a team concept approach, a full-day workshop was planned for counselors based on their expressed desire to become more prepared to help teachers implement the unit.
c. Monitoring Phase	6/77	Project staff planned the maintenance of an on-going channel of communication between themselves and school staff to anticipate and meet future needs.

Phase B

INSERVICE PREPARATION AND DELIVERY	Date Completed	Comments
3. Conduct Inservice Program		
a. Initial Phase--Introduction to the Program	12/76	Conducted by career education staff. Completed for all 24 participating schools. Teacher questionnaires requesting direction for future inservice were administered, collected, and information compiled.
b. Inservice Workshops	1/77	A three day inservice program for teachers, counselors, library media specialists and project staff (but especially designed for teachers) was conducted January 24, 25, and 26, 1977.
	4/77	The library media specialists' workshop was held on April 8, 1977. Materials to help define the roles and team member contributions of library media specialists were distributed to participants.
	5/77	The workshop for counselors was conducted on May 17, 1977. Counselors from project schools were utilized to lead workshop presentations, including role playing activities from The Now and The Future unit and an original slide/tape presentation created by the counselors at Columb Senior High to describe the "tea concept."
c. Monitoring	6/77	In response to teacher and student needs and requests, project staff compiled resource material (magazine articles, a bibliograp of career education and non-sexi teaching resources, etc.) to mak up The Now and The Future Resour Handbook for distribution to eac school. In addition, project st

INSERVICE PREPARATION AND DELIVERY	Date Completed	Comments
		served as resource persons to talk with students and school staff about sex-role stereotyping and other topics relevant to the project. Additional staff response to teacher requests (as well as project staff-initiated suggestions) was ongoing.

SPECIAL OR ADDITIONAL ACTIVITIES

Conducting the Inservice Program

- The Sex-Fair Treatment Checklist was originally created for use in analyzing and revising The Now and The Future unit activities. To impact the implementation of the program, and to help increase the quality and fairness of other junior high curriculum materials, project staff felt that school staff should gain experience in using the checklist with printed and mediated materials. This activity became part of the inservice workshops.

- During the monitoring phase of the inservice program, school staff expressed a need for more information about sex-role stereotyping and career education resources and materials. In response to this request, project staff created the Resource Handbook (containing materials described in "c" above) to be kept in the library of each participating school for use by teachers, counselors, and library media specialists.

Phase C

UNIT IMPLEMENTATION	Date Completed	Comments
1. Plan for unit implementation with language arts departments of schools.	12/76	As part of the initial in-service program, language arts teachers were given the necessary materials to begin planning how they will use unit materials. All participating teachers have received this inservice.
2. Implement unit, monitor and assist teachers.	5/77	Complete.
3. Conduct follow-up sessions with teachers.	5/77	Follow-up sessions were conducted based on school staff and student needs.

SPECIAL OR ADDITIONAL ACTIVITIES

Conducting Follow-Up Sessions

- In response to teacher and counselor requests, project staff conducted additional meetings in a number of schools to clarify or demonstrate the use of unit activities and resource materials. Staff also suggested ways school personnel could work effectively as a team to implement unit activities.
- Several requests were received to have project staff lead selected male/female role activities with students. These requests were met. The "Role Swap" activity and "Jobs and Gender" were led by project staff with approximately 20 classes of 8th and 9th grade students.
- Occasionally, teachers asked that project staff provide additional Teacher's Guides and resource materials for oversize classes, or look into information presented at career education meetings around the state. These requests were met, and materials or information was passed on to teachers making the requests.

Phase D

*EVALUATION	Date Completed	Comments
1. Identify, select and make arrangements with evaluation contractor.	9/76	A letter of agreement was signed with the evaluation contractor, Policy Studies in Education.
2. Prepare evaluation plan.	3/77	An evaluation plan was developed and revised by the external evaluator and project staff.
3. Revise and/or create instrumentation as necessary to evaluate teacher/student attitudes, the inservice program, implementation process, and THE NOW AND THE FUTURE unit.		
a. Teacher and student pretests.	1/77	The teacher and student pre-tests were developed and administered in all participating classrooms.
b. Teacher and student post-tests.	6/77	Teacher and student post-tests were administered.
c. Evaluation of inservice program, implementation process, and the unit.	6/77	The methods for evaluating the inservice program, implementation process, and the NOW AND THE FUTURE unit were developed and implemented by the external evaluator and project staff.
4. Evaluate inservice program.	6/77	Complete.
5. Evaluate implementation process and curriculum unit.	6/77	Complete.
6. Summarize and analyze evaluation data from all sources.	7/77	Complete.
7. Write evaluation report.	8/77	Complete.

Phase E

DISSEMINATION	Date Completed	Comments
1. Plan dissemination materials and procedures.	9/76	Complete.
2. Create, print, and duplicate materials.	12/76	Two project brochures were produced by career education staff. The first brochure entitled, "Reducing Sex-Role Stereotyping in Career Choices of Junior High Students," describes the unit with emphasis on the 1976-77 funded project. The second brochure, "The Now and The Future," describes the unit materials and activities.
3. Disseminate materials.	6/77	Brochures were sent to all directors of funded career education projects and all state coordinators of career education. In addition, requests for information about the project from individuals and groups outside the district were answered in a timely manner throughout the duration of the project.
4. Prepare and submit final report.	9/77	In addition to the printed section of the Final Report, a sli tape presentation was created for future dissemination to individuals or groups intereste in The Now and The Future progr The presentation is included wi this report.

SPECIAL OR ADDITIONAL ACTIVITIES

Dissemination of Materials

- As an integral aspect of the dissemination process, and to keep abreast of developments in other projects and the area of sex-role stereotyping in general, project staff both initiated and reciprocated contact with a variety of organizations and individuals. Staff collected bibliographies and other resource materials, reviewed films, filmstrips and printed materials,

attended conferences and meetings, and in general gathered and disseminated information related to career education and sex-role stereotyping throughout the course of the project. Examples of individuals and organizations include:

Nancy Scott, Institute for Advancement of Equality in Education
Grace Burton, General Assistance Center for Region VIII
Kathleen Blumhagen, Colorado Commission on the Status of Women
Darrell Ward, ICCE, Salem, Oregon
Mildred Hutcherson, P.E.C.E., Atlanta, Georgia
Mary Lou Maisel, Project Choice, Waterville, Maine
Barbara Sprung, Women's Action Alliance, Nonsexist Child Development Project, New York
Linda Law, a graduate student at Denver University working on a project to compile and disseminate resources for conducting sex-fair workshops and activities
A variety of men's resource centers
Feminist Press
Center for Humanities, Inc.
Coronet Films
Guidance Associates
Massachusetts Institute of Technology, Humanities Library

- The Sex-Fair Treatment Checklist was effectively used as a dissemination piece in three specific ways:

  1. To demonstrate the use of a helpful tool for analyzing sex-role stereotyping in mediated and printed materials (the checklist was included in the sample materials packet sent to individuals and groups in response to their requests for project information).

  2. To review incoming commercial materials and to inform distributors of our evaluation of their materials in terms of sex-fairness

  3. To inform and influence other groups to consider the importance of identifying sex-role stereotyping in educational materials. As part of the Colorado Women's Conference, June 3, 4, and 5, 1977, project staff participated in a session to inform interested individuals about the checklist and the project in Jefferson County.

- To ensure the continuing district effort to reduce sex-role stereotyping in instructional materials and teaching practices, career education staff contributed input and support for a proposal submitted to the Jefferson County Assistant Superintendent of Schools to involve several district departments (including career education) in the Denver-based Institute for the Advancement of Equality in Education. District involvement in this institute (1977-78) will provide trained district resource people to facilitate local projects and activities, thus continuing the incorporation of affirmative action procedures in the instructional program.

EVALUATION

An external evaluator was contracted to work with project staff in preparing an evaluation plan. Evaluation instruments developed by the external evaluator included pre and post-tests to measure cognitive and attitudinal changes in students and school staff, and an Activity Use Inventory to gauge which activities were chosen and how frequently they were used by teachers. The external evaluator also conducted taped interviews with randomly selected school staff members to ascertain their views about the materials and the program. Written workshop evaluations were also obtained from teachers, counselors, and library media specialists.

CHANGES AND/OR PROBLEMS

There were three major problems which arose in the project. Each of these problems was either directly or indirectly related to scheduling: the delivery of unit activities and resources to schools, the extent of use of the activities by teachers, and the administering of the student and teacher post-tests.

Because the volume of printed materials and resources associated with the 104 unit activities was so great, it was necessary to use several different printing firms to reproduce the materials. Wherever possible, materials were duplicated through the school district printing department to reduce expensive reproduction costs. Project staff worked carefully and diligently in editing the materials to ensure their excellence, and deadlines for delivering camera-ready copy to printers were sometimes extended because of this effort. Although delivery of the finished materials to the schools was delayed, teachers who were ready to use the activities were not left without the necessary unit resources. Project staff prioritized the printing schedule to make available first those activities teachers needed immediately. In addition, special trips were made to individual schools to deliver the required activities on time.

The extent of teacher use of the unit activities was affected by many factors such as time allotment for doing career education activities in language arts classes, the volume of unit materials available to teachers, and personal attitudes and misconceptions of some teachers about sex-role stereotyping and valuing activities. These problem areas were of greatest concern to project staff and also represent areas which are perpetual problems in education--especially, limited teacher time and preconceived notions about the purposes and revelance of career education in the curriculum. While the task of effecting changed attitudes in these areas is a long-term process, project staff made some progress by taking positive steps to both accommodate and educate teachers. These steps are further described below.

There was virtually no way to alter the fact that The Now and The Future unit was designed to reach all 8th and 9th grade students through their language arts classes, and that some language arts teachers felt this was an unfair addition to their already busy schedules. Project staff explained the reasons for the chosen placement of the unit, citing the fact that The Now and The Future REPLACED a similar language arts/career education unit, "Language, Work and You," and also citing many teachers and administrators own expressed opinions that first, career education is important and should be part of the curriculum, and second, that career education should NOT be a separate course of study, but rather be integrated in the ongoing curriculum.

Project staff further emphasized with teachers at several times during the project that the unit was not designed to be used in its entirety by any individual teacher (it would be impossible to do all 104 activities in one year), but that quality-volume was a unit feature which enabled each teacher to conveniently choose any number of activities based on considerations like scheduling and time limitations, student needs, relevance to other language arts activities, and avoiding duplication of activities going on in other curriculum areas. Many teachers welcomed the chance to select from the wide range of activities available in the unit. Teachers who are still unsure about unit content and use will be provided with individual assistance by career education staff during the 1977-78 school year (district funds).

Several teachers and counselors related past experience of negative parental (and sometimes personal) reaction to values clarification and self-understanding activities. Teachers expressed discomfort in operating in a realm they felt belonged more appropriately to counselors. Project staff emphasized that all such activities in the unit were specifically designed to present non-threatening situations which avoided "life or death" decisions and conflicts, but that a more important issue was surfacing: the use of teacher-counselor teamwork in implementing the unit. Encouraging more counselor involvement prompted many schools to begin planning team-directed activities or to draw on counselors (and library media specialists) as resource persons.

Additional positive actions project staff took included (1) conducting school-by-school planning and monitoring meetings, (2) encouraging teachers to contact project staff to help work out problems, (3) providing help for teachers and school language arts faculties on an individualized basis, (4) encouraging key teachers who were especially enthusiastic about the unit to serve as initiators and organizers for other faculty members in their own schools, (5) responding to teachers' needs for information with resources like bibliographies of suggested materials, articles dealing with sex-role stereotyping and changing male/female roles, and specially designed workshop sessions, and (6) leading selected male/female roles and valuing activities with classes of students to demonstrate the use of valuing techniques. While not all problem areas were resolved, ways for dealing with them were established.

The final area which presented difficulty was the schedule for administering the student and teacher post-tests. Although project staff provided a two-week period in which teachers could complete and administer the post-tests, the confusion of end-of-year school schedules caused difficulties for many teachers. Realizing that the problem could not be remedied in the 1976-77 school year, (in spite of attempts to make the post-testing schedule flexible), it was decided that future testing schedules would be tentatively developed for the entire year and be sent to teachers at the beginning of the school year to help avoid scheduling problems.

DISSEMINATION ACTIVITIES

Dissemination activities were conducted throughout the course of the project. Specific descriptions of these activities, as well as products, procedures and future plans are described under Phase E, Dissemination, in the Major Activities section of this report.

SPECIAL OR ADDITIONAL ACTIVITIES

Special or additional activities largely represented responses by project staff to school staff and student needs which arose during the course of the project. These activities are described individually under Phases A-E in the Major Activities section of this report.

SAMPLE TEACHER'S GUIDE MATERIAL
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introduction concepts

The Now and The Future is a versatile exploration experience which integrates career development into existing eighth and ninth grade language arts programs. It is divided into five mini-units each consisting of activities designed to help students reinforce language arts outcomes and grasp certain career related concepts.

1. WHY EXPLORE?

While reinforcing language arts outcomes, the mini-unit "Why Explore?" helps the student appreciate that:

> At this time in life, I should learn as much as I can about as many things as possible. Whole new worlds are opening up to me. By trial, observation, and investigation, and by experiencing success and failure, I can learn about choice vs. chance, decision making, change, and misconceptions before my direction in life is set.

Concepts dealt with in "Why Explore?" are:

Choice vs. chance

Understanding the roles of choice and chance will help as I explore life's alternatives.

Decision Making

Since life will offer me many choices, it is imperative that I know how to decide between them.

Change

Change is inevitable; therefore, there is value in learning to anticipate it, adjust to it, and when needed, seek help with it.

Misconceptions

Since my conceptions of careers may have been derived from limited or uninformed sources, there is value in gaining a more realistic understanding of careers.

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2. WHO AM I?

While reinforcing language arts outcomes, the mini unit "Who Am I?" helps the student better understand:

I am a person and, like all people, I have an image of myself as well as needs, wants, feelings, and values, all of which affect my life and my relationships with others.

Concepts dealt with in "Who Am I?" are:

Self Image

Since all people have images of themselves, it is important for me to understand my image of myself.

Needs and Wants

All people have basic needs and certain wants which I should learn to recognize and identify in myself and others.

Feelings

I need to recognize and identify my personal feelings as well as those of others . . .

. . . because our feelings affect our actions and reactions.

Values

Once I understand what values are and how they affect my life, I need to recognize and identify my personal values and understand that others may have different values.

When values conflict, I need to know how to cope with these conflicts.

Interpersonal Relationships

Life is a series of constantly changing roles (family, peer, male/female, institutional, occupational, social, personal, etc.) which people play.

Therefore, I need to develop skills for playing these individual and group roles and understand the consequences of how I play these roles.

3. WHAT'S A CAREER?

While reinforcing language arts outcomes, the mini unit "What's A Career?" helps students realize:

A career is more than a job, more than an occupation. Career involves the interaction of activities in all of life's roles.

Concepts dealt with in "What's A Career?" are:

Lifestyle

Careers and lifestyles are intertwined and changeable and both are affected by occupations.

Preparation

Careers require varying degrees of ability, preparation, training, and education.

Direction

Careers involve direction based upon goal setting and attainment, opportunities, and changes that come with time.

Rewards

Careers result in successes and failures, enjoyments and frustrations, gains and losses.

Needs

Careers fulfill personal and societal needs and personal and societal needs affect careers.

Occupations

Careers include occupations dealing with data, people, and things.

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4. WHAT CAN I BECOME?

While reinforcing language arts outcomes, the mini unit "What Can I Become?" helps students think about answers in terms of:

Where I go depends, in part, upon where I am now, how I got where I am, where I want to go, and problems I may encounter along the way.

Concepts dealt with in "What Can I Become?" are:

Where Am I Now?

To find out where I am now I need a realistic awareness of my individual talents and interests, strengths and weaknesses, abilities and limitations.

How Did I Get Here?

Many things combine to influence and establish me as an individual—my heritage, my environment, and society.

Where Do I Want to Go?

Where I want to go depends to a large extent upon the lifestyle that is important to me and is realistic in terms of my short and long term goals.

What Problems May I Encounter?

It is reasonable to expect problems and even crises along the road but it also is reasonable to expect to be able to deal with these problems and crises.

5. HOW CAN SCHOOL HELP?

While reinforcing language arts outcomes, the mini unit "How Can School Help?" encourages students to see that:

School provides a "safe" environment and "free" time (before I commit myself to a cou in life) for developing personally, accumulat experiences and skills, and exploring optio

Concepts dealt with in "How Can School Help are:

Personal Development

In many ways, experiences in school parallel those in the outside world. School offers me a chance to develop habits and behaviors that could affect my whole future.

Accumulating Experiences and Skills

Through classroom experiences, extra curric activities, and one-to-one help, I can have ma job-related experiences and improve my employability skills.

Exploring Options and Alternatives

At this point in life, there are many options I should be aware of, many paths I might take. School can help me discover and explore the options and find the steps necessary to purs those of interest to me.

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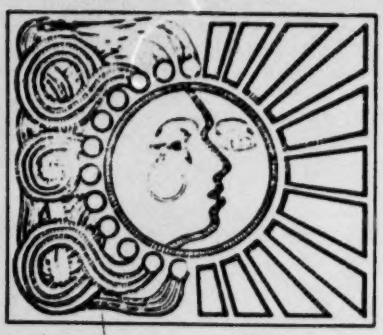

planning your program

The Now and The Future has been organized to facilitate a variety of use patterns. Teachers and schools have different needs, interests and expectations. The format of this unit allows each school and individual to design a program specifically for its situation. Because of this flexibility, it becomes the responsibility of each individual and school to design the program they wish to offer. Good planning is essential to the success of the program. Several key decisions provide direction for planning. These decisions should be made by school language arts departments and/or individual language arts teachers.

Decision 1: How will you use the program?

Each activity is complete and may be used as an individual lesson. This makes it possible to select activities from The Now and The Future to integrate into the units you teach during the year. Correlations between The Now and The Future activities and other eighth and ninth grade language arts units are shown on page 33. Individual activities can also be selected to include in skill building units. Lists relating activities to language arts skills are shown on pages 25 to 27.

A second way to use The Now and The Future is to periodically intersperse short career development units between other units you teach. One or two week segments can be offered two or three times during the eighth grade and five or six times during the ninth grade. Junior high students thrive on variety and this approach certainly provides variety.

A third way to use this program is to implement a full unit. If this approach is used, a short (two or three week) unit would be appropriate at the eighth grade level and a longer (four to nine week) unit would suit ninth grade students.

Decision 2: How much time will you devote to The Now and The Future activities and when will it occur?

After determining the way you will use The Now and The Future, you must block out specific times for activities. Both the amount of time and the dates are important to good planning. According to the language arts program guide, use of this unit is optional at grade eight and required at grade nine.

Decision 3: Which activities will you use?

There are 104 activities in The Now and The Futur and you will want to select from among them as y design your programs.

As you select activities, it is important to conscious choose so as many as possible of the unit concep are included in your selection. It is better to inclu a few activities for many concepts than to include many activities for a few concepts. Activities that relate to each concept are shown on pages 5 to 22

To meet the junior high student's need for variety, y should include in your selection activities using different materials, methods, and techniques. Activities are referenced by teaching technique o page 29.

As you select activities it is essential to avoid duplication at eighth and ninth grades. Unless an activity is extremely interesting to students, they will be bored by repetition. You certainly have he the cry, "We did that last year!" Each activity in T Now and The Future has been given a grade designation. The designations are recommendat only. Deviations from the designations are expec but agreements should be made in each school o which activities will be used at which grade level The grade designations are shown in the section entitled, "Activities by Concepts" and a list of activities for grades eight and nine appear on pag 23 and 24.

It is extremely important that each The Now and Future activity be used to reinforce basic skills. selection should include activities that reinforce wide variety of skills or, if you prefer, activities th reinforce one or two skills which your students n to improve. Activities are referenced by languag arts skills on pages 25 to 27. You should also rev Appendix A, "Writing Alert," which offers specif suggestions for teaching writing skills based up the process of composition which appears in the program for grades 7, 8, and 9, Jefferson County Language Arts Department, 1976.

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The best reference for becoming familiar with the unit is the listing entitled, "Activities by Concept," pages 5 to 22. This list gives the activity title, a brief description, the recommended grade level, and approximate time for each activity related to each concept. It is also helpful to scan the teacher's guide and review the resource materials before selecting activities.

Decision 4: What preparation must you make to implement the activities in your program?

After selecting the activities, read the teacher's guide carefully to determine what must be done prior to each activity. What resources must be gathered? What contacts must be made? What arrangements must be completed?

Because the activities are thoroughly detailed, you may want to turn considerable preparation over to your students. This is a good opportunity to allow students to assume much responsibility for their learning.

Good planning is the key to a good program. The Now and The Future has been carefully designed and tested over the past two years. Each activity is well detailed. A great deal of effort has been expended by many people. Now the effect from the unit is up to you. The potential for helping students with both skill development and career development is there. What will you do with it? A commitment to use the unit and good planning will assure success and interesting exploration experiences that help students. It is up to you!

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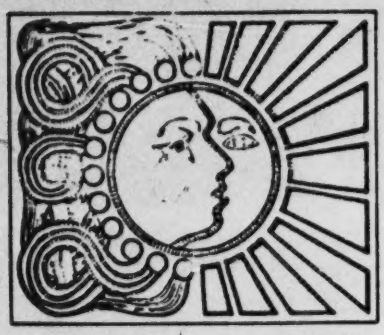

Activity List

The following list shows all activities by mini unit. Succeeding lists show activities by concepts, grade level, language arts skills, teaching techniques, and those usable with other language arts units.

WHY EXPLORE?
- 1.1 Choice or Chance
- 1.2 Dear Helpful
- 1.3 That's Life
- 1.4 Making a Decision Is . . .
- 1.5 Debate with Yourself
- 1.6 What If?
- 1.7 Changing Occupations
- 1.8 Helping with Change
- 1.9 Once Upon Tomorrow
- 1.10 Plus 25
- 1.11 Working Teens Tell It Like It Is
- 1.12 Fact or Fantasy?
- 1.13 A Day on The Job

WHO AM I?
- 2.1 Thinking About Me
- 2.2 Five Cups of Me
- 2.3 Coded Sentence
- 2.4 A Rose By Any Other Name
- 2.5 Everyone Is a Moon
- 2.6 Am I Worthwhile?
- 2.7 Speaking of Grumbles
- 2.8 Personality Portrait
- 2.9 Sad? Glad? Mad?
- 2.10 How Do You Feel?
- 2.11A A Personal Journal
- 2.11B I Am . . . I'd Like To Be . . .
- 2.11C My World
- 2.12 Grin and Gripe with Graffiti
- 2.13 Masks to Show Feelings
- 2.14 Feelings and Actions
- 2.15 I'm Angry!
- 2.16 Getting Even
- 2.17 Values Auction
- 2.18 Using Our Resources
- 2.19 Time Line
- 2.20 You Are There
- 2.21 Wishes and Dreams
- 2.22 Weekend at Estes Park
- 2.23 Wanted!
- 2.24 Character Sketch
- 2.25 Here Today, Gone . . . ?
- 2.26 Conflict of Values
- 2.27 Who Should Go?
- 2.28 Xperimenting with Male/Female Roles
- 2.29 Role Swap
- 2.30 Other Women, Other Work
- 2.31 Males and Females in Careers
- 2.32 Jobs and Gender
- 2.33 Do Birds of a Feather Really Flock Together?
- 2.34 Groups are for Sharing
- 2.35 Sign Language
- 2.36 Tell It Like It Is
- 2.37 Are You Listening?
- 2.38 Labels Relay Messages
- 2.39 Are Four Eyes Better Than Two?
- 2.40 Friends
- 2.41 Leadership/Membership
- 2.42 Family Meeting
- 2.43 You Be the Judge

WHAT'S A CAREER?
- 3.1 Lifestyles in Lyrics
- 3.2 Careers and Lifestyles
- 3.3 Keep on Truckin'
- 3.4 A/I/T
- 3.5 Where in Metro Denver?
- 3.6 Why Work?
- 3.7 Work Means
- 3.8 Expedition to Earth 2
- 3.9 Career Collage
- 3.10 Shapes
- 3.11 People Who Help People
- 3.12 People Who Make Things
- 3.13 People Who Fix Things
- 3.14 People Who Fight Pollution
- 3.15 Campaign
- 3.16 Junior High Career Fair

WHAT CAN I BECOME?
- 4.1 Interest and Ability: What's the Difference?
- 4.2 Kuder General Interest Survey and Exploring Occupations
- 4.3 Ohio Vocational Interest Survey and Exploring Occupations
- 4.4 Where Do I Fit?
- 4.5 Memories Are Made Of . . .
- 4.6 Life's Ups and Downs
- 4.7 A Little Says a Lot
- 4.8 The Me Tree
- 4.9 Coat of Arms
- 4.10 $83.88
- 4.11 Family Lifestyles
- 4.12 Choosing Changes
- 4.13 Dealing with Feelings
- 4.14 Weathering the Storm
- 4.15 Why Drop Out?

HOW CAN SCHOOL HELP?
- 5.1 What Would I Do?
- 5.2 Contracts Can Get You
- 5.3 The Shadow Knows
- 5.4 If You Could Change
- 5.5 Treasure Hunt
- 5.6 School Report Card
- 5.7 Getting the Job
- 5.8 You're the Boss
- 5.9 Practical Employment Training
- 5.10 Put Your Best Foot Forward
- 5.11 Job Campaign
- 5.12 The Job Game
- 5.13 Forms, Forms, Forms
- 5.14 Advertising Campaign: Selling Junior High
- 5.15 Decisions, Decisions

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what it does

Career education as a new area of emphasis has reached a high level of priority in Jefferson County. It is the responsibility of school staff members to deliver upon career education student outcomes. The Now and The Future has been developed to help school personnel meet this obligation. All student activities are directed toward accomplishment of one or more of these outcomes.

Career Education Outcomes

The Now and The Future replaces Language, Work and You—Parts I and II. It is a required language arts unit at the ninth grade and is optional at the eighth grade. This unit helps students achieve the junior high career education student outcomes, a condensed version of which follows.

Students will:

1. Increase their self understanding by identifying, describing, and analyzing their personal interests, values, abilities, and achievements, and by discussing the career significance of each.
2. Increase their self understanding by describing and discussing social factors (family, community environment, educational background, etc.) that influence career directions.
3. Increase their understanding of work by recognizing the relationship between life style and work, by becoming aware of the broad scope of the world of work, by understanding the interdependency of workers, and by recognizing factors which affect occupational opportunity, i.e., technological change and economic cycles.
4. Begin to plan a career by discussing the concepts of career and career decisions, by recording opinions about a variety of career fields, and making decisions as necessary to continued career development (exploration and preparation) during high school years.
5. Begin to pursue a career by recognizing the relevancy of school skills to careers, by applying those skills to simulated world of work problem solving situations, and by exploring a variety of career fields and occupations.

Language Arts Outcomes

In addition to career education outcomes, each activity is designed to reinforce language arts and/or reading objectives. Each activity is referenced to one or more of the outcomes shown in the following condensed list of language arts and reading outcomes.

Students will:

1. Use and improve written language skills (mechanical conventions, spelling, vocabulary, word choice, grammar, usage, sentence structure, and paragraph development) in preparing a variety of written communications (notes, summaries, outlines, compositions, forms, letters, poems, stories, reports, and other creative communications).
2. Locate and use items found in a library (dictionaries, reference books, card catalogs, reserved publications, vertical subject files, magazine and newspaper racks) to compile and evaluate a list of references on any given topic, collect information on any given topic, improve vocabulary (written and oral), and check the accuracy of written communications (spelling, mechanical conventions, vocabulary, grammar and usage).
3. Apply communications concepts (elements of communicatio interferences to communication, verbal and non-verbal language, and symbols and reference) to communicate effectively (without confusion and misunderstanding) in a variety of situations that require use of oral language (inform conversation, one-to-one interviewing, group discussion, presentation to groups and questioning sessions).
4. Use and improve listening skills (identifying main ideas, recognizing level of usage, interpreting the purpose and attitude of a speaker toward his/her topic, identifying information and facts used to support an argument, followin directions) in a variety of situations.

Reading Outcomes

Students will:

1. Use the work of a variety of authors (style, descriptions, situations, information, assertions, and opinions) to test the personal observations and opinions and as a springboard to creative thinking.
2. Use and improve reading skills (vocabulary, study methods, rate adjustment, remembering facts, paraphrasing, summarizing and finding relationships between and among ideas) as they read current periodical publications, read publications from community organizations, and complete forms.

General Program Objectives

Finally, each activity is referenced to one or more of the follow 20 district-wide general program objectives that have been established through the accountability process.

1. Master the basic skills for continued learning.

1A Develop the capability and desire to use reading as a tool f life-long learning.

1B Develop the necessary speaking skills to function as a fam member, citizen, career participant, and for personal fulfillm

1C Develop the necessary writing skills to function as a family member, citizen, career participant, and for personal fulfillm

1D Develop efficient and effective listening skills as a tool for life-long learning.

1E Develop the necessary mathematical skills to function as family member, citizen, career participant, and for persona fulfillment.

1F Enable students to observe, analyze, and draw conclusion from situations that exist in the social and natural world.

2. Develop a sense of responsibility—act with understandin and respect towards others as individuals.

2A Explore the relationship between the natural environment and human activities.

2B Develop those skills and acquire the attitudes and values which are necessary for constructive interaction between themselves and others.

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2C Develop the wisdom, attitudes, skills and values necessary to exercise the political rights and responsibilities as well as benefit from the privileges and freedoms guaranteed by the United States Constitution.

2D Develop skills and acquire the attitudes and values required to live within a structured adaptive society.

2E Support and value social efforts directed at maintenance of sound physical and mental health.

3. Develop his/her unique talents and his/her sense of worth, well-being and happiness to the fullest.

3A Develop the skills and attitudes needed to continuously clarify and modify personal values and goals.

3B Motivate students and assist them in acquiring the knowledge and skills for developing personal talents.

3C Develop the capability of self examination and understanding necessary for self-acceptance and actuation.

4. Become actively prepared to cope with change.

4A Explore the effects of technology, science, and ideology on past, present, and future cultures.

4B Develop the decision making skills which enable individuals to react to change.

4C Develop an understanding of how governmental agencies can respond to change.

5. Develop the skills and attitudes necessary to earn a living and function as a contributing member of society.

5A Enable students to become knowledgeable and self-directed in establishing and pursuing their career development plans.

5B Develop an understanding of the role of production and consumption in an economic community.

5C Develop the skills and acquire the attitudes and values necessary to manage one's personal assets.

what it is

The Now and The Future consists of a teacher's guide and resource kit. The teacher's guide contains the background and instructions necessary for teachers to conduct the activities. The resource kits contain all teaching aids and student materials for activities in the guide.

Resources identified with a bullet (•) are included in the resource kit. Resources without bullets are not included and must be provided by the teacher. Most resources not included in the kit are items commonly found in the classroom.

Optional resources are occasionally suggested. These are not included in the kit. Most optional materials are, however, available through the Jefferson County Public School Library Media Services, the Jefferson County Public Libraries, or from specific organizations listed in the activity.

A complete list of resources is found in Appendix B.

how to use it

The Now and The Future activities are designed to be infused into the ongoing eighth and ninth grade language arts programs. There is no fixed pattern for using The Now and The Future. Many imaginative approaches, dependent only upon teacher creativity, may be used. Each activity is recommended for use in either eighth or ninth grade, so repetition of activities from one grade to another can be avoided.

It is important that teachers at both grade levels try to use activities from each mini-unit, thus giving students broad exposure. It is especially important at the ninth grade level that teachers attempt to include activities for each career education concept in each mini-unit. A broadening experience is more important than an in-depth experience.

There is no required sequence intended in the numbering system. The first number relates the activity to a mini-unit and the second number merely identifies the activity; thus, number 1.1 indicates that the activity relates to WHY EXPLORE? (mini-unit 1) and that it is the first activity relating to the concept. It does not necessarily indicate that the activity should be taught first. Activities can be taught independently or in any sequence.

To facilitate integration of The Now and The Future activities with ongoing language arts curriculum, the activities are indexed six different ways:
Activity List
Activity by concepts
Activities by grade level
Activities by the language arts skills
Activities by teaching techniques
Activities usable with other language arts units
These indexes are included in the Planning Section of this Teacher's Guide.

keeping it up

The Now and The Future is provided to schools as they continue their efforts in career education. The teacher's guide and the resource kits, including multiple copies of student materials and a school set of teaching aids, are provided. Security and maintenance of the resource kits becomes the responsibility of each school.

Consumable resources, such as worksheets, must be replenished. These items will be kept in the school district warehouse. Careful maintenance of The Now and The Future will assure its availability for use by others.

Development of The Now and The Future has been done thoughtfully and thoroughly. Many individuals have helped along the way. Implementation is now up to you, the language arts teachers of R-1. The effect this unit will have on students is in your hands. Students need the help. The challenge is yours.

Arthur L. Ohanian

Arthur L. Ohanian
Assistant Superintendent for
Instructional Planning and Development

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3.2 careers and lifestyles

WHAT'S A CAREER? WHAT'S A CAREER? WHAT'S

Students view and discuss filmstrips to learn about values, lifestyles, and careers of eight very different people. Students chart values for comparative purposes.

student outcomes
Language Arts: 3,4
Career Education: 2,3
District: 1B, 1D, 1F, 2B, 3A

class periods
Three to four

teaching aids
- Filmstrips, "Careers and Lifestyles" set of eight filmstrips with tapes (10 minutes each)
  Filmstrip projector and screen
  Cassette tape recorder
- Transparency 3.2
  Overhead projector
  Grease pencil or pen for writing on transparency (should be erasable)

student materials
- Profile Sheet 3.2, one/student SEMS 0045-770000

before class
To avoid media saturation, you may wish to spread this activity over several days. Plan how many filmstrips you will show each day, about how much time each class period you will devote to this activity, and what you will do daily to occupy any remaining class time.

Instead of showing all eight filmstrips to the entire class, some teachers prefer to divide the class into groups and have each group view a different filmstrip and report to the class. This could be done in the IMC. The activity format and discussion questions can be readily adapted to a small group activity.

TEACHING PROCEDURE

Introduction

1. Introduce the activity with a brief question/answer session. As students give answers, write them on the chalkboard.

   Ask students:

☆ Why do you think some people want to become politicians?

for power
to help people
for prestige
because of their patriotism
to be in the center of things

☆ Why do you think some people want to become test pilots?

for excitement
for money
to escape boredom
for the challenge

☆ Why do you think some people want to become forest rangers?

to be outdoors
to protect environment
to work with nature
to work alone (at least some times)

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3.2 careers and lifestyles

- ☆ Of the things listed on the chalkboard, which ones do you think are valid reasons for wanting certain kinds of work?

  answers will vary but should include many if not all the reasons listed on the chalkboard.
- ☆ Do you think in reality people's career decisions reflect or mirror their values (what they think is important or what they want to experience in life)? Why or why not?
- ☆ Do you think that people's values (what they think is important or what they want to experience in life) should enter into their decisions about careers? Why or why not?
- ☆ Do you think the way a person lives (his/her lifestyle) is a reflection of his/her values? Explain.

task 2. Explain that in the next two or three days the class will view eight short filmstrips (10 minutes each) to learn about values, careers, and lifestyles of people in various careers.

In addition, the filmstrips bring out skills, tasks, settings, educational backgrounds, and income of a person currently working in each career.

3. Give each student one copy of Profile Sheet 3.2. Review the directions to be sure all students understand what is to be done and how to rank how each worker values the items listed. Be sure students understand the meaning of the items listed.
4. Show filmstrip(s). (Avoid media saturation by showing a few filmstrips over several days.) Allow students time to fill in the

Directions: As you view the filmstrip for each occupation listed at the top of chart, indicate how you think that person values (things is important or wants to experience) each items in the left column. Use a scale of one (low) to five (high) to rank each workers interest in the item.

ITEM	Part Time Farmer	Production Worker	Entrepreneur	Surgeon	Neighborhood Center Director	Independent Carpenter	Fire Fighter	Corporate Executive
Independence								
Security								
Conformity								
Desire for Wealth								
Desire to Help Others								
Interest in Soil								
Employment of Outdoors								
Desire to Work with Others								
Ambition								

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3.2
careers and lifestyles

appropriate worker columns on their Profile Sheets 3.2. Assist as needed.

5. Collect and temporarily store Profile Sheets 3.2. Use remainder of class period for another activity.
6. On successive days repeat steps 3, 4, and 5 until students have viewed all eight filmstrips and completed their Profile Sheets 3.2.

discussion

7. Before beginning the class discussion set up the overhead projector and screen. Place Transparency 3.2 on projector and be prepared to write on and erase from the transparency.

   Explain to students they are going to construct graphs to show how little or how much the various workers value the items listed on their profile sheets.
8. On the transparency, in the square in the upper left corner, write INDEPENDENCE. Call for a show of hands to discover how the majority of the class ranked (from one to five) the Part Time Farmer's interest in independence. Place a dot under the appropriate number and beside Part Time Farmer. Repeat for all workers. Connect the dots to form a line graph similar to the one below.
9. Ask students:

☆ Do you think an interest in independence might be one reason the entrepreneur and independent carpenter (or whomever students ranked high) selected their respective occupations? Explain.

☆ Do you think it is realistic to think some people value independence very much while others don't consider it important? What does this tell you about people's values?

10. Continue the discussion with leading, controversial, or provocative questions.

	INTEREST				
	LOW				HIGH
INDEPENDENCE	1	2	3	4	5
Part Time Farmer					
Production Worker					
Entrepreneur					
Surgeon					
Neighborhood Center Director					
Independent Carpenter					
Fire Fighter					
Corporate Executive					

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3.2 careers and lifestyles

task/discussion 11. Repeat steps 8 (using different items), 9, and 10 as long as class interest holds and/or as long as necessary to show the interrelationships between values, careers, and lifestyles.

summary 12. Conclude the activity with a brief discussion.

Ask students:

- ☆ Do you think a person's values actually enter into his/her career decisions? In what ways?
- ☆ How important do you think it is for a person to consider his/her values when making career decisions? Explain.
- ☆ For each of the nine values items, can you name other workers who would rank the value high? low?
- ☆ Which of the nine items listed would you personally rank highest? lowest? Why?
- ☆ Do you think a person's values change throughout life? In what ways?
- ☆ If a person's values change, how might this affect his/her career?

  He/she might grow to like (hate) his/her career depending on how his/her values change.

  A person might change jobs if he/she felt strongly enough about his/her changed values.
- ☆ If a person's values change, how might this affect his/her lifestyle?
- ☆ Several of the filmstrips show women in traditional roles as homemakers/mothers and men in roles as "breadwinners." How do these images reflect society's values?
- ☆ How do the values of your parents, friends, teachers, and society affect your own values?
- ☆ Would any of your girls eliminate the possibility of being a fire-fighter? Why?
- ☆ Would any of you boys be uncomfortable about being married to someone who makes more money than you do? Explain.
- ☆ How much do you think our career and lifestyle choices are affected by the values of others?

reference Values Clarification, A Handbook of Practical Strategies for Teachers and Students, Sidney B. Simon, Leland W. Howe, Howard Kirschenbaum, Hart Publishing Company, Inc., New York, New York. 1972

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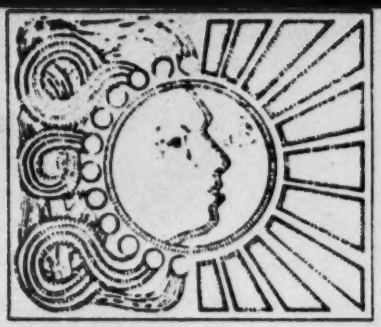

2.32 jobs and gender

WHO AM I? WHO AM I? WHO AM I? WHO

Students write answers to questions related to male/female job roles. Students view filmstrips and discuss how male and female genders may influence career choices.

student outcomes
Language Arts: 1, 3
Career Education: 1, 2, 3
District: 1B, 1C, 1F, 3A, 3C

class periods
One to two

teaching aids
- Filmstrips, "Jobs and Gender," Parts 1 and 2 (9 minutes each)
  Filmstrip projector and screen
  Cassette tape recorder

student materials
- Questionnaire 2.32, one/student SEMS 0045-768600

journal
If students are keeping A Personal Journal (Activity 2.11), Questionnaire 2.32 may be included.

background
See Activities 2.28, 2.29, 2.30, and 2.31 for additional activities on sex stereotyping and male/female roles.

before class
Obtain and preview filmstrips.

TEACHING PROCEDURE

introduction
1. Introduce activity by allowing students to examine their feelings about male and female roles in the world of work.

   Ask students:

   ☆ Can you name some jobs traditionally held by women?

   telephone operator
   nurse
   homemaker
   secretary
   maid
   primary school teacher

   ☆ Can you name some jobs traditionally held by men?

   geologist
   mechanic
   firefighter
   airline pilot
   university president
   engineer

2. Distribute one Questionnaire 2.32 to each student to be completed before viewing the filmstrips.

   Encourage students to think about how they really feel and to be honest about what they write.

task
3. Show filmstrips, "Jobs and Gender," Parts 1 and 2.

discussion
4. Review the ideas in the filmstrip:

   You saw a female construction carpenter, male nurse, female reporter, male kindergarten teacher, and male student in early childhood education. These people have crossed the sex barrier and have chosen careers personally satisfying.

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Questionnaire 2.32

Name_____
Teacher_____
Date_____Period_____
SEMS 0045-7686

2.32
JOBS AND GENDER

Directions: Anwser the following questions as honestly as you can.

1. Males: How would your family feel if you told them you have decided to become a nurse or secretary?

   Females: How would your family feel if you told them you have decided to become a construction worker or mechanic?

2. How do you think you would have felt if you had had a male kindergarten teacher?

3. How would you feel about having a female mechanic work on your car?

4. How would you feel about having a nurse who is a man take care of you in a hospital?

5. How would you feel if in your marriage the man stayed home and took care of all home activities and the woman became the wage earner and worked outside the home?

SAMPLE TEACHER'S GUIDE MATERIAL
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2.32 jobs and gender

WHO AM I? WHO AM I? WHO AM I? WHO

Point out that more and more people are questioning the separation of jobs into "male" and "female" jobs. There is a general trend towards equality in the work world and a sharing of all responsibilities by all members of society.

5. Have students look at their questionnaires. Ask students:

- ☆ Did seeing the filmstrips change your mind about answers to any of the questions? Explain.
- ☆ Do you think there should be more or less separation of jobs according to the sexes? Why?

6. Using examples from the filmstrips, ask students:

- ☆ What led each of these people to choose his/her career?
- ☆ How do each of these people feel about his/her job?
- ☆ Did any of the people bother you because of the job he/she was doing? Why?
- ☆ Are there jobs that are more natural for one sex than for the other? Explain.
- ☆ Is there a career you would like to explore but hesitate because of male/female job-stereotyping by school, parents, or society?
- ☆ Can you name some jobs being performed by men and women today that would not have been twenty years ago due to the strict male and female role separation?

SAMPLE TEACHER'S GUIDE MATERIAL
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2.32
jobs and gender

WHO AM I? WHO AM I? WHO AM I? WHO

Males traditionally would not have been:

telephone operators
receptionists
flight attendants
secretaries

Females traditionally would not have been:

telephone linepersons
executives
airline pilots
politicians
military officers

summary

7. Close the activity by asking students:
   - ☆ What do you think is the value of this kind of activity?
   - ☆ Did you learn anything about yourselves while doing it?
8. If students are keeping A Personal Journal (Activity 2.11), have them put their Questionnaires 2.32 into their journals.

   If this is your last scheduled journal activity, see Activity 2.11C, My World, for a concluding, evaluative or wrap-up experience.

reference

Values Clarification, A Handbook of Practical Strategies for Teachers and Students, Sidney B. Simon, Leland W. Howe, Howard Kirschenbaum, Hart Publishing Company, Inc., New York, New York. 1972

** Used to revise The Now and the Future activities and resource materials.

JEFFERSON COUNTY PUBLIC SCHOOLS 4/77 DRAFT

CAREER EDUCATION

**SEX-FAIR TREATMENT CHECKLIST
THE NOW AND THE FUTURE

I. GENERAL CHARACTERISTICS OF THE MATERIALS

Men and Women are:

	TITLE					
1. not type-cast in traditional, stereotyped roles at home or in jobs outside the home						
2. not type-cast in "feminine" or "masculine" roles						
3. not ARBITRARILY assigned leading or secondary roles						
4. shown as capable, not inept, in a variety of non-traditional roles and tasks						
5. shown in a variety of professions or trades						
6. shown in a variety of levels in an occupation						
7a. shown as wives and/or mothers and/or working women outside the home						
b. shown as husbands and/or fathers and/or working men outside the home						
c. shown as single adults, with no spouse or family						
8. shown with equal frequency as heads of household						
9. shown as sharing responsibility for monetary family support and household chores with spouse						
10. shown as PEOPLE having a variety of PHYSICAL and PERSONAL traits including strengths, weaknesses, ambitions and goals						
11. shown as worthy models to emulate						

SEX-FAIR TREATMENT CHECKLIST
THE NOW AND THE FUTURE

	TITLE	2				

Girls and Boys are:

1. shown as PEOPLE having a variety of PHYSICAL and PERSONAL traits including strengths, weaknesses, ambitions and goals

assertiveness	persistence
gentleness	independence
initiative	logical thinking
compassion	emotion (fear, anger, joy, tears)
sensitivity	decisiveness
courage	passivity
strength	immaturity
intuitive thinking	intelligence

2. shown participating and succeeding or given an opportunity to participate and succeed in ALL aspects of the school curriculum

3. shown doing or given an opportunity to do a variety of household and career tasks, regardless of traditional roles

4. shown considering, pursuing or given the opportunity to consider or pursue a variety of career options and goals

5. shown deserving and receiving public recognition for accomplishments

II. LANGUAGE, ILLUSTRATIONS AND TEACHING AIDS IN MATERIALS

1. Present balanced representation of writing and/or viewpoints of females and males (quotes, songs, stories, etc.) (Specify sex)

2. Fairly represent accomplishments of both sexes in any given field

3. Avoid language which is patronizing, demeaning or limiting to either sex

SEX-FAIR TREATMENT CHECKLIST 3
THE NOW AND THE FUTURE

	TITLE				
4. Avoid focus on description of physical appearance unless both male and female are so described					
5. Avoid stereotyped descriptions, adjectives or images which "TYPIFY" either males or females					
6. Avoid job titles, prefixes or suffixes which distinguish between males and females in a given occupation					
7. Avoid descriptors which imply that an occupation or task is designed for, or can be handled ONLY by a male or ONLY by a female					
8. Avoid an attitude of surprise at the competence of a male or female in doing a non-traditional job					
9. Avoid stereotyped modes of dress or physical appearance					
10. Avoid use of such "man" words as "mankind", "he" or "his" to generically represent ALL people					
11. Avoid unnecessary reference to or emphasis on the marital status of women					
12. Avoid language which describes males and females in non-parallel terms (man and wife)					
13. Fairly/equally illustrate males and females in a variety of traditional and non-traditional roles					
14. Show males and females in integrated group settings					
15. Have sound recordings narrated by males and/or females (specify sex).					

REFERENCES

1. "Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications," McGraw-Hill, 1221 Avenue of the Americas, New York, N.Y. 10020

2. "Sex Equality in Educational Materials", Vol. IV., American Association of School Administrators, 1801 North Moore Street, Arlington, Va. 22209

3. "Fair and Balanced Treatment of Minorities and Women", South Western Publishing Company, 5101 Madison Road, Cincinnati, Ohio 45227